

Is it my turn now?

Equipment and resources

A suitable play area within the setting, indoors or outdoors. Two practitioners. A piece of popular play equipment that requires children to take turns, such as a xylophone or a slide, or two or three popular toys that must be shared, such as buckets in the sand tray or tricycles.

Activity

- * One practitioner should model polite speech that expresses the wish to use the play equipment or toys. For example: May I be next? Could I share? The other practitioner should respond by saying: Yes you can and indicating the equipment or passing over a toy. They may elaborate further with phrases such as: Is it my turn now? May I have this one? It can be your turn after mine. You can share with me.
- * Invite the children to form a line and follow each other to the play equipment or toys. Support all of the children as they each attempt to ask for a turn or to share and try to respond positively to each other. Allow each child a little time to play before encouraging the next child to ask for a turn. The children may learn to ask for their turns quite easily, but need more support to ensure that they give up the toys to others when requested.

Extensions

- * Make the phrases longer by adding the good manners and social conventions that are usually expected within our culture, such as: Please may I be next? Could I share please? Is it my turn? Thank you.
- * Encourage the children to remember and use the phrases independently whenever they want to play with others and support them all in giving positive responses, sharing and taking turns.
- * Support and encourage those children who are ready to reach out to others and invite them to play, by suggesting phrases that they might use, such as: You can play too. Join in with me. You do it next.

Learning opportunities linked to Early Learning Goals

(See pages 8–13 for abbreviations.)

- * CL–LA: 6
- * CL–U: 1, 2, 4, 11
- * CL–S: 2, 7, 21
- * PSED–MR: 3, 6, 10
- * PSED–SCSA: 2, 7, 8
- * PSED–MFB: 3, 5, 9, 12, 13

